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ABSTRACT

Project Success (PS) at California's Grossmont College provides students with concurrent enrollment in linked courses, such as College Reading and English Fundamentals, to provide an environment of complementary learning. To determine the effectiveness of the program, a study was undertaken to compare the demographics, performance, and persistence measures of 819 PS students to 9,061 non-PS students over 7 semesters from fall 1991 to fall 1994. Study findings included the following: (1) the PS group was 58.1% female and 41.9% male, compared to 52% female and 48% male for the non-PS group (control group); (2) there was a slightly higher percentage of Whites in the PS group than in the control population (63.9% vs. 59.3%) and a smaller percentage of Asians (3.8% vs. 9.2%); (3) 44.9% of PS students were under 20, compared to 37.9% of the control group; (4) over the 7 semesters, PS students completed an average of 7.50 semester units, had an average semester grade point average (GPA) of 2.59, and showed a course success rate of 68.6%, compared to non-PS students who completed an average of 6.34 semester units, had a GPA of 2.49, and had a success rate of 58.9%; (5) PS students' overall withdrawal rate was 17.5%, compared to 26.4% for the control, and PS students also showed a slightly higher overall persistence rate (66.4% vs. 57.3%); (6) transition from English Fundamentals to College Composition was 12% higher for PS students than for non-PS students; and (7) PS students who persisted to College Composition had higher success rates and lower withdrawal rates than non-PS students. (Data tables by semester are appended.) (KP)

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ED 386 244

Project Success: An examination of a collaborative effort in English course work

Office of Institutional Research and Planning

September 1995

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Office of Educational Research and Improvement
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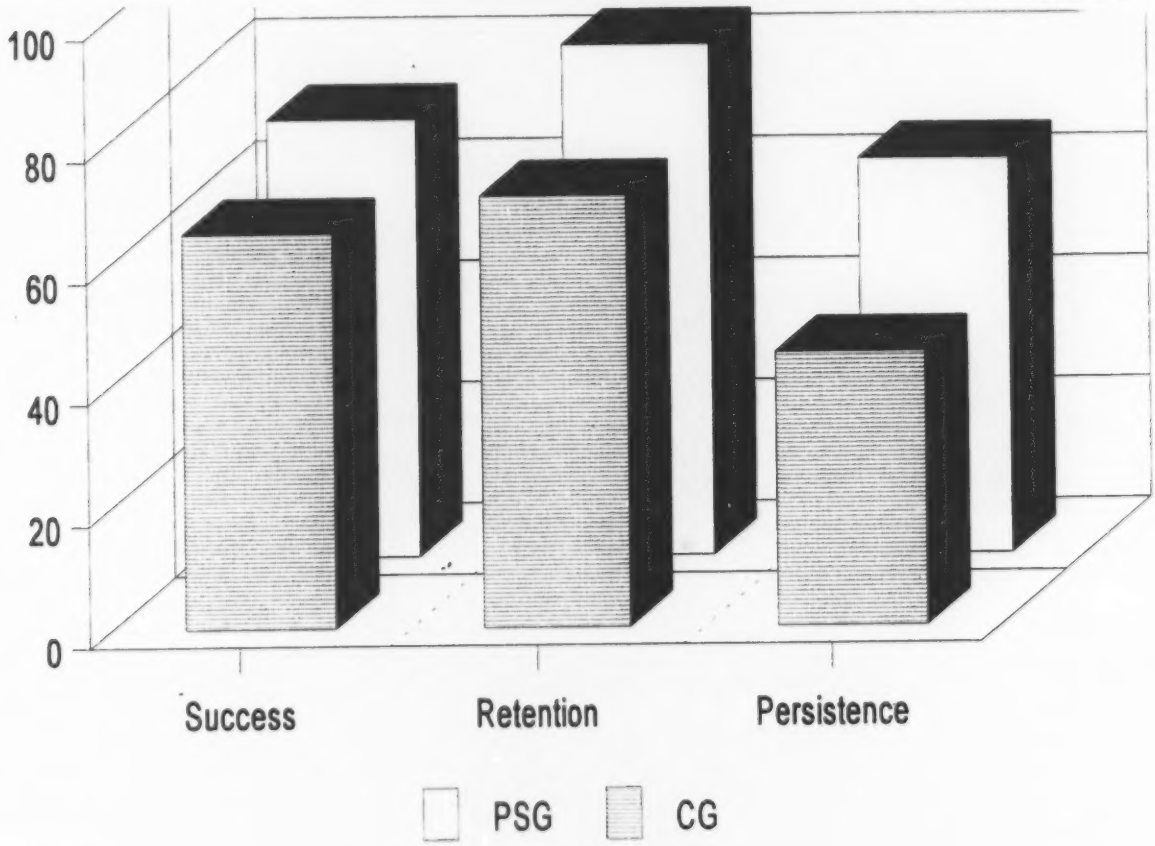

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Executive Summary

The purpose of this investigation was to determine if Project Success students differ in terms of demographic and performance measures as compared to other students enrolled in English courses. There were several parts to this study. Students enrolled in Project Success classes were compared to students enrolled in non-Project Success English classes. The two groups were compared on the basis of demographic measures such as gender, age, and ethnicity, as well as performance measures including semester GPA, success in classes, and withdrawal rates.

We were also interested in whether or not Project Success students continued on to the next semester at the same rate as other English students (persistence). Also investigated was whether Project Success students persisted to the next level English class at the same rate as non-Project Success students. That is, we examined the transition of students from English 103 to English 110. The following two separate persistence rates are reported here: the students' overall persistence to the next semester and their specific persistence to the next level of English. Lastly, we compared the performance of Project Success students and non-Project Success students after they persisted to English 110 from English 103.

The qualitative aspect of this study included bringing students together to discuss their experiences in Project Success. A focus group provided a forum for the students' perspective on Project Success.

Demographic Outcomes

- There were more females and fewer males in Project Success than the non-Project Success cohort.
- There was a slightly higher percentage of Whites and a lower percentage of Asians enrolled in Project Success as compared to the Control group.
- Generally speaking, Project Success students were younger than other English students.

Performance Outcomes

- Project Success students completed more semester units than the non-Project Success group.
- Semester GPA was slightly higher for Project Success students.
- Project Success students showed a higher success rate or a higher percentage of A, B, C or Credit grades than non-Project Success students.
- Project Success students had a lower withdrawal rate overall.

Persistence

- Project Success students showed slightly higher persistence to the next semester overall.
- Transition from English 103 to English 110 was twelve percent higher for Project Success students than the Control group.
- Of the students who persisted to English 110, Project Success students showed higher success rates within English 110 and also lower withdrawal rates than non-Project Success students.

It must be noted that in any retrospective study of this type, it is difficult to separate out differences attributable to program effects vs. differences attributable to student endogenous characteristics, such as motivation. All students who were assessed and placed into English 103 were given the opportunity to participate in Project Success. However, clearly, there were not enough sections to accommodate all students who were interested. Furthermore many students chose not to enroll in the blocked sequences. Therefore, the students who chose Project Success coursework may be fundamentally different than those who chose English 103 alone. Therefore, the positive differences noted about Project Success students may be attributable not to the efforts of Project Success, but rather student motivation to succeed or other characteristics unrelated to Project Success.

With that noted, there is evidence that Project Success is contributing to student success. The analysis of the focus group, the fact the assessment and placement test scores for both the Project Success and Control groups are in the English 103 qualifying range, and similar demographics argue that, on at least what we are able to measure, positive outcomes may be attributable to Project Success.

One of the ways to get a more valid study would be to exert some random assignment of students to Project Success and English 103 coursework alone, and then compare the two groups over time. Obviously, we do not have that methodological luxury in the California Community Colleges.

Introduction

In 1989, Dr. Mary Donnelly received funding for one year to develop a program which would link College Reading (English 105) to English Fundamentals (English 103) in concurrent enrollment. Apparent success of this linkage encouraged the English department to continue the program, as students seemed to thrive in such an environment of complementary learning. Over the years, the English department included a link at the next level of English courses, College Composition (English 110) coupled with the second semester of College Reading (English 106). Presently, several sections of linked courses are available to students. The link has been broadened to include basic level math and speech courses. However, these are not included in the current study.

Research was conducted in an attempt to determine if Project Success is an effective program at Grossmont College. Project Success students were compared to non-Project Success students in terms of demographics, performance, and persistence measures.

Methodology

Project Success students were defined as those students enrolled in specific section numbers of English 103, 105, 106, and 110 (N=819). The non-Project Success students consisted of students enrolled in all other sections of English 103 and English 110 (N=9,061).

Project Success and non-Project Success students were examined on demographic and performance variables. The demographic comparisons included gender, ethnicity, age. Performance comparisons were made between Project Success and non-Project Success students in the areas of semester units completed, semester grade point average (GPA), grade distribution in English course work, overall success rates in English course work including retention rates, persistence to the next semester, and persistence to the next level English class.

Results

The two groups were compared over seven semesters from Fall 1991 to Fall 1994. Percentages were aggregated by the two cohort groups by demographic, performance and persistence measures. The tables below display the comparisons between Project Success students and Non-Project Success (Control group) students:

Demographics:

Project Success vs. Non-Project Success (Control Group) Students

Aggregate Tables Fall '91 through Fall '94

Gender Comparisons:

Project Success vs. Non-Project Success (Control Group) Students

	Control Group	Project Success
Males	48.0%	41.9%
Females	52.0%	58.1%

There was a small gender difference between the groups. The Project Success group had 58% females, whereas the control group had 52.0%, a six point difference.

Ethnic Comparisons:
Project Success vs. Non-Project Success (Control Group) Students

	Control Group	Project Success
Asian	9.2%	3.8%
Black	6.9%	7.3%
Filipino	2.9%	2.8%
Hispanic	16.3%	17.7%
Nat Amer	1.6%	1.6%
Pacific Isl	1.0%	0.5%
Other	2.0%	1.7%
White	59.3%	63.9%
Uncollected	0.8%	0.7%

Project Success students were less ethnically diverse than the Control group. Project Success students were 64% White as compared to 59% in the Control group. Project Success had a slightly higher percentage of Hispanics and Blacks than the Control group but a lower percentage of Asians overall.

Age Comparisons:
Project Success vs. Non-Project Success (Control Group) Students

	Control Group	Project Success
Under 20	37.9%	44.9%
20-24	35.3%	26.6%
25-29	12.0%	12.4%
30-49	14.2%	15.4%
50+	0.6%	0.6%

In regard to age, Project Success students tended to be much younger than their Control group counterparts, since slightly less than half (45%) of the students involved in this program were under 20 years of age. Just over one-quarter (26%) of students in Project Success were between the ages of 20 and 24, while just over one-third (35%) of students in the Control group were in this age range. In the older age ranges, the two groups were similar.

Performance Measures:

Aggregate Tables Fall '91 through Fall '94

Semester Units Completed, GPA, Grades, Success, Non-Success and Withdrawal Rate

Project Success vs. Non-Project Success (Control Group) Students

	Control Group	Project Success
Sem. Units Completed	6.34	7.50
Semester GPA	2.49	2.59
Grades in English:		
A	13.5%	19.2%
B	24.1%	30.6%
C	20.7%	18.3%
D	6.2%	5.1%
F	8.2%	8.3%
N	0.2%	0.4%
R	0.6%	0.6%
Success	58.9%	68.6%
Non-Success	41.1%	31.4%
Withdrawal Rate	26.4%	17.5%

There was a small difference between the two groups in terms of the number of semester units they completed and their GPA in that semester. In both measures, Project Success students were slightly higher. Nearly one-fifth (19.2%) of Project Success students received an A grade in their English classes compared to 13% of the Control group students. Almost one-third (30.6%) received a B grade compared to just under one-quarter (24.1%) of the students in the Control group. Project Success students received fewer C and D grades than other students in English courses. Overall, the Project Success students were more successful. Success is defined as the percentage of students who received a grade of A, B, C or R(credit). Over two-thirds (68.6%) of Project Success students met this criterion compared to 58.9% of non-Project Success students. Finally, the withdrawal rate for Project Success students was only 17.5%, compared to over one-quarter (26.4%) for the Control group.

Persistence Rates by Semester for Project Success vs. Non-Project Success Students
Project Success vs. Non-Project Success (Control Group) Students

	Control Group	Project Success
Fall '91 to Spring '92	67.1%	78.6%
Spring '92 to Fall '92	63.0%	51.0%
Fall '92 to Spring '93	70.7%	72.1%
Spring '93 to Fall '93	50.6%	57.6%
Fall '93 to Spring '94	63.7%	79.5%
Spring '94 to Fall '94	55.8%	59.3%
Overall	57.3%	66.4%

The above table was composed by matching the students in the specified semesters with the students enrolled in the following semester to determine if those same students continued at Grossmont College. Two-thirds of Project Success students persisted to the next semester, compared to 57% of the Control group. In every semester but one, Project Success students persisted at a higher rate than non-Project Success (Control Group) students.

Persistence Rates by Semester for Project Success vs. Non-Project Success Students
Transition from English 103 to English 110

	Control Group	Project Success
Fall '91	46.6%	68.6%
Spring '92	29.2%	42.9%
Fall '92	45.1%	58.5%
Spring '93	40.2%	48.5%
Fall '93	33.4%	59.0%
Spring '94	30.1%	31.4%
Overall	32.5%	44.5%

This persistence rate analysis looked at whether the students enrolled in the next highest level of English (110) after completing English 103. Overall, the Project Success students showed a persistence rate that was 12% higher than Control group students. The greatest differences between Project Success and non-Project Success students was in the Fall 1991 (22%), Spring 1992 (13.7%), Fall 1992 (13.4%), and Fall 1993 (25.6%).

Performance Comparison of Project Success and Non-Project Success Students Who Persisted from English 103 to English 110
Fall 1991 through Fall 1994

	Control Group (n=783)	Project Success (n=250)
A	12.6%	15.7%
B	21.7%	31.0%
C	22.5%	17.3%
D	4.6%	5.9%
F	6.1%	4.2%
CR	1.9%	0.4%
W	30.5%	25.5%
Success	57.0%	64.0%
Non-Success	43.0%	36.0%

Finally, we examined the performance of those students who progressed from English 103 to English 110. Project Success students not only showed a higher persistence rate, as indicated in the previous table, but they also had a higher success rate in English 110. A higher percentage of Project Success students received a grade of A or B than the Control group students. Just under two-thirds (64%) of Project Success students received a grade of A, B, C or Credit in English 110, compared to a success rate of 57% in the Control group. Also, Project Success students withdrew from English 110 at a lower rate (5% difference) than non-Project Success students.

Focus Group Summary

The purpose of the focus group was to talk to groups of students about their experiences with Project Success at Grossmont College. The group was conducted in the Spring semester, during the fourteenth week of classes. A total of nine students attended the focus group. While the number of students attending was less than ideal, the data obtained is not any less valid due to the small number in attendance. The purpose of a focus group is to gather qualitative rather than quantitative data; therefore, emphasis was on the detail and richness of responses rather than the number of responses given by participants.

The session was tape recorded so that actual comments could be included in this report. Students were informed that the sessions were being recorded, and if they felt uncomfortable, they did not have to participate. Furthermore, students were given assurances of complete confidentiality regarding their identity.

During the focus group session, students were presented with a series of questions dealing with their overall college experiences and, specifically, their thoughts about Project Success. Students were asked to share their feelings and experiences on the topic in question.

Some of the issues brought about in the focus group included the following:

Orientation and Registration

Instructor Support and Course Work

Expectations of the Program

Suggestions for Improving Project Success

Cautions and Limitations: Focus groups are valuable for gaining descriptive information from a limited number of individuals about particular topics. In general, focus groups have been widely used in marketing research in the area of new concept or product development, as well as to gain a sense of market changes. Their usefulness, however, is limited. First, generalizations from a few individuals cannot necessarily be used to describe the feelings or experiences of the total population from which these individuals were drawn. Second, although one group may express opinions that are polarized in one direction, another group, representing the same population, may express the opposite opinion. Therefore, generalizations are difficult at best. Third, information gained from this group is best assessed in a larger context. Using information from other sources, including student demographics, service area analysis, and satisfaction questionnaires, a more complete overall picture of student intentions and perceptions can be derived.

The following represents a summary of the student participant responses:

I. Orientation and Registration

Orientation Programs and Issues: Students expressed a need for an improvement in the orientation programs offered to new students. They felt that as new students they were not familiarized with college related activities such as registration, academic advising, and placement testing. The brief orientation following the English placement test did not serve the needs of some of the participants. The most salient answer given was for the college administration and orientation staff to be more sensitive to the needs of its target audience--the new students. Since most of the students in the groups were older and had been out of high school for several years, they felt that the orientation did not address the basic issues around becoming a student.

Registration: Participants experienced a confusing registration period where the registration staff were uninformed about special registration for Project Success classes. Since all of the students who participated in this focus group were first-time students, it is unknown if difficulties in registration occur every semester or if this was an exceptional semester. The students knew of several people who decided not to register for Project Success because the process was ambiguous and troublesome. Students were mostly unaware of registration procedures and found there was a lack of sufficient staff or materials to assist them.

II. Instructor Support and Course work

The students expressed overwhelming satisfaction with the instructors involved in Project Success. They felt that the instructors encouraged learning at an appropriate pace and made sure the students were following the lessons. Participants indicated that the instructors were perceptive to student needs and concerns. The students liked the feeling of mutual respect in the Project Success environment. Any improvement the students displayed in English, they stated, was highly rewarded and encouraged. Specifically, the instructors were perceived as wanting the students to really learn the material, not only to succeed in that particular class.

III. Expectations of the Program

Students were asked to define their expectations of Project Success and if these expectations were met by the current program. Since all of the participants in this particular group were first-time students, some expected the project to have more direction. For example, they would have liked to have been forewarned that the double English classes are a full load of course work and not to take other classes outside Project Success. The biggest expectation cited by most participants was to learn a lot about English at a comfortable pace, which they agreed had been satisfied. A few students felt that there should be more group learning than they experienced.

IV. Suggestions for Improving Project Success

Participants believe that there should be a more systematic orientation to the program. Some students heard about Project Success in passing or seemingly random encounters with instructors or counselors. Registration staff needs to be informed about Project Success and the procedure for signing up for multiple classes. Some of the students would like a one-on-one counseling session prior to registration. One student suggested having an information booth where the students could inquire about basic registration questions such as where and how to enroll for Project Success.

In the classroom, the students who advocated group learning suggested a critique exercise whereby students would give constructive peer criticisms on essays written for class. Some instructors already use this technique in the classroom and the students have found it to be a helpful and educational tool. Students taking Project Success English classes coupled with Elementary Algebra had some suggestions around class sequences and difficulty levels in math. The participants were asked what advice they would give a prospective student of Project Success. Their responses centered around being persistent in the program because only then, according to the students, can one experience true learning.

Detailed Analysis

The following represents a detailed analysis of student responses to Project Success complete with student comments. All quotes are in italics and are as accurate as possible.

Four major areas have been abstracted: Orientation and Registration, Instructor Support and Course Work, Expectations, and Suggestions.

I. Orientation and Registration

Orientation Programs and Issues: Students felt that as new students they were not given a thorough enough orientation to college life and, especially, academic orientation. Some stated that there was a brief group orientation session, however, they would have preferred one-on-one discussion about their prospective classes with an academic advisor or instructor. The students felt confused about the counseling opportunities and benefits of this initial introduction to Grossmont College.

> *This initial counseling after the placement test was not very 'initial', the counseling was only recommended to us, but in fact, you can't enroll without the information from this event.*
>
> *If the student publications had been accurate as to what was going to happen, I would not have experienced problems with counseling and orientation that I had...what was said in the book was not what really happened.*

Students were unclear about how to obtain academic counseling and advising at the onset. Some of the students had expectations which were not met about what guidance they would receive from the orientation staff.

> *During the orientation session, no one stayed more than ten minutes because it was unclear what was being done there.*
>
> *I expected to be able to first talk to a counselor and find out what to take before I had to register.*

One student had a different experience at another college which she preferred to Grossmont's orientation.

> *I did my assessment testing, after that you take the card to the counseling office and they schedule a one-on-one appointment then they have a group orientation. Here, I took my test and they put me in a room, I didn't know this was my counseling. I pictured that I would have a personal counseling appointment. I felt so alone.*

The first-time students did not feel as though the orientation met their needs. They suggested that the orientation was geared more around continuing students from high schools rather than older returning students who have never been to college and have been out of high school for several years.

> *When you come back to school after several years, you break the momentum of high school to college and the college assumes we have 'college know hows' but I don't--I've never been to college in my life.*

Registration: Participants had some difficulty during the registration process. After the testing, students who wanted to enroll in Project Success courses were given a card which guaranteed entry into the specific English classes. However, when the cards were presented to registration staff, they were not honored. Participants believe that there were some other students whc gave up on Project Success at that point because they thought these classes were closed.

As a new student, it made me feel like going home immediately and the counselor I went to see about it didn't know what happened either. I was very discouraged.

Students were asked what they would have liked to have happen at registration based on their expectations or experiences at other colleges. The following were some suggestions:

If the staff that was handling our enrollment had been knowledgeable about what was going on, I think that all of these problems would not have occurred.

I would have liked the people that were signing us up to know not only what the salmon-colored add cards were but also to be familiar with Project Success.

One student had difficulty registering for the adjunct math course to Project Success. The computer listed the class as being a three-unit class but it turned out to be a five-unit class.

When we paid for the class, I was the only one out of the six or seven people who originally registered who actually stayed in the class.

For the most part, the students were discouraged by the registration process. This could have been specific to this semester since all the students in the focus group began at Grossmont in Spring 1995. Students expressed that they would have liked publications to have had specific details about how to register.

I was made to understand that they were going to call me [to register]. In my opinion, my being out of this type of scene, coming into that registration thing was like a whole new world. If they don't say those things two or three times, you're not going to understand...it was a big big confusion.

Overall, the participants expressed frustration regarding orientation and registration procedures, especially for those students who felt they were not receiving adequate support services from the institution.

II. Instructor Support and Coursework

Instructor Support: The participants showed great satisfaction with the instructors in Project Success classes. Students vocalized their contentment with the style and pace of learning. They also expressed that the instructors encouraged the students and seemed to be sensitive to their needs and concerns.

The instructors are wonderful. They are very encouraging and helpful yet strict enough to say 'get your homework in'.

I've never been one to really like school and learn but they just make it where its easy and fun to learn.

They make sure you understand before they go on...they are real perceptive to our pace and slow down if they look like they're going too fast.

These instructors are always stressing that if you need help to go to their office. I don't hear that very often from my other professors to be honest with you.

The students report feeling mutual respect in the classroom. The students spoke highly of the instructors' support and true enjoyment of teaching.

Their attitude pulls a whole lot out of me. It doesn't matter if you move up one point or you move up fifty points, you just saved the world as far as they're concerned.

The participants agreed that positive feedback from instructors facilitates learning. The improvement factor encourages students to continue and succeed in their classes.

Course work: Students have found the assignments to be helpful in learning reading and writing skills. The participants reported improvement in their classes over the semester. Older returning students were especially motivated by the tailor-made coursework in Project Success.

Before it would take me six hours to outline and read a chapter, now I can do it in two hours and still understand the material.

I never finished one book in high school. Now I read about ten books in one semester.

A few of the students were involved with the math courses coupled with English in Project Success. One student commented that the sequence matched basic level English with intermediate level math. She felt it would be better to begin with elementary algebra when taking elementary reading and writing.

The math class is very difficult and I've seen lots of students drop. Maybe it would be better to have it four times a week instead of two.

Students felt there was a complementary relationship between the two English courses. This close relationship was beneficial, according to the students, in their education. The skills they learned in Project Success courses provided an important foundation for other non-Project Success course work.

III. Expectations of the Program

The participants were all first-time students and most were continuing students, therefore, concerns centered around being more sensitive to the needs of this particular population. One student expected more support as a new student and thought the project would give her more direction into college life.

You need to start from 'point A'...it's not that the students aren't bright it's just that they're not familiar with the college environment or the terms. If these classes were not offered, I'd have a very hard time staying in college.

The most prominent expectation discussed was the desire to fully learn college level English. All of the participants agreed that this had been met and surpassed in the Project Success classes. One student chose Project Success because it seemed to have group support and learning which she needed her first semester at Grossmont College.

IV. Suggestions for Improving Project Success

The participants agreed that registration and orientation administration should be more informed about Project Success to avoid problems at the onset of the semester. Campus based publications, catalogs, or class schedules could assist the students in this process. One student reported the following:

What was described in the catalog was not what really happened to me at registration.

Students said they were pleased with the group learning which occurred in Project Success classes. One suggestion was made to critique other students' papers in class. They were asked what they would recommend to prospective students of Project Success. The following was one person's reply, which was agreed upon by other participants:

> *Be persistent, come to class ready to learn, don't fall behind. It's not like a race in track, you can't start slow and catch up and win the race at the end.*

Conclusions

Overall, the focus group yielded a significant amount of information, despite the less than ideal number of participants. It is important to again note that this information was gathered from a limited number of students and may not be representative of the student population as a whole. However, much of the information detailed above will help us to confirm or challenge our experiences and opinions of Project Success.

This information, coupled with demographic and performance measures, tells us that Project Success ***is*** a success. While some of the details around registration, orientation, and expectations need to be resolved, for the most part this program gives Grossmont College students a chance to shine in a new learning environment.

Please examine this information along with other reports produced by this Office. We welcome any and all feedback you may have about the reports. Please do not hesitate to contact Brad C. Phillips (Ext.735) at the Office of Institutional Research and Planning with your comments.

Appendix

The following charts and graphs give a visual representation of Project Success students compared to non-Project Success students on both demographic and performance measures. Charts are shown for each semester from Fall 1991 up to and including Fall 1994. For each semester, two sets of charts are presented--one for the beginning English course sequence, 103-105; and the other for the intermediate English course sequence, 110-106.

Project Success vs. Non-Project Success (Control Group) Students

Demographics
Fall '91 103-105 (N=425, 70)

	Control Group	Project Success
Males	43.1%	34.3%
Females	56.9%	65.7%
White	61.9%	64.3%
Non-White	38.1%	35.7%
Under 20	43.5%	72.9%
20-24	31.3%	15.7%
25-29	10.4%	5.7%
30-49	14.4%	4.3%
50+	0.5%	1.4%
DSP&S	4.2%	1.4%

Performance
Fall '91 103-105 (N=425, 70)

	Control Group	Project Success
Semester Units	5.82	8.15
Semester GPA	2.33	2.31
Success	53.2%	75.7%
Non-Success	46.8%	24.3%
Withdrawal Rate	28.2%	14.3%

Demographics
Spring '92 103-105 (N=227, 49)

	Control Group	Project Success
Males	49.8%	57.1%
Females	50.2%	42.9%
White	60.8%	59.2%
Non-White	39.2%	40.8%
Under 20	25.6%	30.6%
20-24	42.7%	38.8%
25-29	12.8%	10.2%
30-49	18.9%	20.4%
50+	0%	0%
DSP&S	5.3%	4.1%

Performance
Spring '92 103-105 (N=227, 49)

	Control Group	Project Success
Semester Units	5.13	4.44
Semester GPA	2.30	2.61
Success	54.6%	44.8%
Non-Success	45.4%	55.2%
Withdrawal Rate	31.3%	32.7%

Demographics
Spring '92 106-110 (N=962, 35)

	Control Group	Project Success
Males	49.3%	34.3%
Females	50.7%	65.7%
White	64.0%	65.7%
Non-White	36.0%	34.3%
Under 20	32.3%	68.6%
20-24	40.4%	17.1%
25-29	12.7%	8.6%
30-49	13.7%	5.7%
50+	0.8%	0%
DSP&S	3.2%	3.0%

Performance
Spring '92 106-110 (N=962, 35)

	Control Group	Project Success
Semester Units	7.27	6.80
Semester GPA	2.60	2.55
Success	59.3%	62.9%
Non-Success	40.7%	37.1%
Withdrawal Rate	28.1%	11.4%

Demographics
Fall '92 103-105 (N=386, 123)

	Control Group	Project Success
Males	46.4%	44.7%
Females	53.6%	55.3%
White	57.5%	59.3%
Non-White	42.5%	40.7%
Under 20	47.2%	61.8%
20-24	29.8%	17.1%
25-29	10.9%	4.9%
30-49	12.2%	16.3%
50+	0 %	0%
DSP&S	3.6%	4.1%

Performance
Fall '92 103-105 (N=386, 123)

	Control Group	Project Success
Semester Units	6.04	8.45
Semester GPA	2.43	2.46
Success	58.3%	68.3%
Non-Success	41.7%	31.7%
Withdrawal Rate	26.4%	20.3%

Demographics
Fall '92 106-110 (N=1257, 37)

	Control Group	Project Success
Males	47.1%	45.9%
Females	52.9%	54.1%
White	65.6%	59.5%
Non-White	34.4%	40.5%
Under 20	44.6%	21.6%
20-24	36.2%	51.4%
25-29	8.3%	13.5%
30-49	10.5%	13.5%
50+	0.4%	0%
DSP&S	2.1%	10.8%

Performance
Fall '92 106-110 (N=1257, 37)

	Control Group	Project Success
Semester Units	7.55	7.70
Semester GPA	2.58	2.45
Success	65.5%	83.8%
Non-Success	34.5%	16.2%
Withdrawal Rate	21.5%	8.1%

Demographics
Spring '93 103-105 (N=241, 66)

	Control Group	Project Success
Males	51.5%	42.4%
Females	48.5%	57.6%
White	56.8%	68.2%
Non-White	43.2%	31.8%
Under 20	22.0%	27.3%
20-24	36.1%	28.8%
25-29	20.3%	19.7%
30-49	18.3%	24.2%
50+	3.3%	0%
DSP&S	4.6%	3.0%

Performance
Spring '93 103-105 (N=241, 66)

	Control Group	Project Success
Semester Units	5.16	6.61
Semester GPA	2.52	2.64
Success	61.0%	65.2%
Non-Success	39.0%	34.8%
Withdrawal Rate	27.0%	21.2%

Demographics
Spring '93 106-110 (N=966, 39)

	Control Group	Project Success
Males	50.3%	51.3%
Females	49.7%	48.7%
White	62.9%	76.9%
Non-White	37.1%	23.1%
Under 20	35.1%	15.4%
20-24	38.8%	30.8%
25-29	12.9%	28.2%
30-49	12.7%	25.6%
50+	0.4%	0%
DSP&S	1.9%	5.1%

Performance
Spring '93 106-110 (N=966, 39)

	Control Group	Project Success
Semester Units	7.55	7.72
Semester GPA	2.67	2.94
Success	61.3%	77.0%
Non-Success	38.7%	23.0%
Withdrawal Rate	24.7%	23.1%

Demographics
Fall '93 103-105 (N=350, 83)

	Control Group	Project Success
Males	47.4%	33.7%
Females	52.6%	66.3%
White	56.0%	67.5%
Non-White	44.0%	32.5%
Under 20	44.6%	59.0%
20-24	26.9%	14.5%
25-29	12.3%	8.4%
30-49	16.0%	16.9%
50+	0.3%	1.2%
DSP&S	2.3%	7.2%

Performance
Fall '93 103-105 (N=350, 83)

	Control Group	Project Success
Semester Units	5.82	7.44
Semester GPA	2.35	2.46
Success	59.7%	59.0%
Non-Success	40.3%	41.0%
Withdrawal Rate	20.0%	16.9%

Demographics
Fall '93 106-110 (N=1342, 54)

	Control Group	Project Success
Males	46.6%	38.9%
Females	53.4%	61.1%
White	63.5%	63.0%
Non-White	36.5%	37.0%
Under 20	45.5%	48.1%
20-24	35.8%	25.9%
25-29	8.4%	9.3%
30-49	9.9%	14.8%
50+	0.4%	1.9%
DSP&S	1.1%	1.9%

Performance
Fall '93 106-110 (N=1342, 54)

	Control Group	Project Success
Semester Units	7.33	8.01
Semester GPA	2.55	2.86
Success	61.5%	75.9%
Non-Success	38.5%	24.1%
Withdrawal Rate	24.5%	20.4%

Demographics
Spring '94 103-105 (N=206, 79)

	Control Group	Project Success
Males	48.1%	51.9%
Females	51.9%	48.1%
White	55.3%	54.4%
Non-White	44.7%	45.6%
Under 20	25.7%	17.7%
20-24	42.7%	30.4%
25-29	14.6%	27.8%
30-49	17.0%	20.3%
50+	0%	3.8%
DSP&S	3.9%	4.9%

Performance
Spring '94 103-105 (N=206, 79)

	Control Group	Project Success
Semester Units	4.95	5.67
Semester GPA	2.49	2.43
Success	54.9%	48.2%
Non-Success	45.1%	51.8%
Withdrawal Rate	32.5%	26.6%

Demographics
Spring '94 106-110 (N=968, 59)

	Control Group	Project Success
Males	47.8%	35.6%
Females	52.2%	64.4%
White	58.7%	71.2%
Non-White	31.3%	28.8%
Under 20	33.4%	23.7%
20-24	40.7%	39.0%
25-29	12.7%	10.2%
30-49	12.6%	27.1%
50+	0.6%	0%
DSP&S	1.4%	6.8%

Performance
Spring '94 106-110 (N=968, 59)

	Control Group	Project Success
Semester Units	7.26	9.36
Semester GPA	2.65	2.88
Success	59.7%	84.7%
Non-Success	40.3%	15.3%
Withdrawal Rate	27.2%	10.2%

Demographics
Fall '94 103-105 (N=397, 72)

	Control Group	Project Success
Males	48.4%	33.3%
Females	51.6%	66.7%
White	49.6%	51.4%
Non-White	50.4%	38.6%
Under 20	49.4%	62.5%
20-24	21.7%	20.8%
25-29	10.8%	8.3%
30-49	17.6%	8.3%
50+	0.5%	0%
DSP&S	3.0%	2.8%

Performance
Fall '94 103-105 (N=397, 72)

	Control Group	Project Success
Semester Units	5.33	7.56
Semester GPA	2.33	2.24
Success	54.0%	63.8%
Non-Success	46.0%	36.2%
Withdrawal Rate	28.2%	18.1%

Demographics
Fall '94 106-110 (N=1334, 53)

	Control Group	Project Success
Males	47.7%	41.5%
Females	52.3%	58.5%
White	58.1%	69.8%
Non-White	41.9%	30.2%
Under 20	43.6%	75.5%
20-24	36.0%	13.2%
25-29	8.3%	7.5%
30-49	11.2%	3.8%
50+	0.8%	0%
DSP&S	1.9%	7.5%

Performance
Fall '94 106-110 (N=1334, 53)

	Control Group	Project Success
Semester Units	7.17	9.44
Semester GPA	2.58	2.80
Success	62.5%	83.0%
Non-Success	37.5%	17.0%
Withdrawal Rate	23.8%	3.8%